education futurereport

2016

The trends influencing the future of education in Australia

education futurereport

mccrindle
FORECASTS · STRATEGY · RESEARCH

scil

CONTENTS

RESEARCH OBJECTIVES

The Education Future Report seeks to provide a snapshot of the current state of Education in Australia today. The report focuses in on four main components; students, teachers, schools and NAPLAN results to provide a holistic overview of the Australian education sector.

The research also explores Australian parent's perceptions, expectations and experiences of topics related to the future of education.

RESEARCH METHODOLOGY

Data scoping
The Education Future Report is based on the most recent Australian Bureau of Statistics Data on Schools in Australia (Schools, Australia cat. no. 4221.0).

Qualitative Research
Four in-depth interviews with educational leaders were conducted to scan the education sector through a series of 45 minute one-on-one phone interviews. The four in-depth interviews were conducted between Friday the 23rd of September 2016 and Wednesday the 5th of October 2016. The in-depth interviews informed the development of the survey instrument.

Positions held by interviewees included:

- CEO of national education organisation
- Director of innovation and research centre
- Academics and professors

Quantitative Research
An online survey was completed by 411 Australian parents with school aged children. The survey was in field from Monday the 14th of November 2016 until Thursday the 17th of November 2016.

The primary and secondary segments have overlap of parents who have children in both primary and secondary. Of the 411 parents surveyed, 270 had children in primary and 228 had children in secondary.

Legend

This icon is used in the report when a quote from an **expert** in the sector.

This icon is used in the report to refer to **all parents** that completed the online survey.

This icon is used in the report to refer to **Gen Y parents**, born between 1980-1994, who completed the online survey.

This icon is used in the report to refer to **Gen X parents**, born between 1965-1979, who completed the online survey.

This icon is used in the report to refer parents with children in **non-government** schools that completed the online survey.

This icon is used in the report to refer to parents with children in **government** schools that completed the online survey.

EDUCATION IN AUSTRALIA

The students of our world today who are currently at school and university are the children of Generation X, the cohort that follows Generation Y, and who were born between 1995 and 2009, they are Generation Z.

Generation Z are the largest generation ever, comprising around 20% of Australia's population and almost 30% of the world's population. Globally there are almost 2 billion of them. They are the first fully global generation, shaped in the 21st century, connected through digital devices, and engaged through social media.

Australians are more educated today than they have been at any other point in history. The number of students completing undergraduate and postgraduate courses today is on the rise and for the first time in Australian history more than half the population aged 15-64 have a post-secondary qualification (51%). Over 70% of the newest wave of high school graduates, Generation Z, are pursuing further education and training, with almost half of them going on to university. How is today's education system providing for this Generation of lifelong learners? Here is a snapshot of current and future trends in primary and secondary schools across Australia.

STUDENTS TODAY

Australia currently has more students enrolled in full-time education than ever before. In 2015 there were 3,730,694 students enrolled in Australian schools. Compared to 2005 there were 3,348,139 students, which is a significant 10% increase over the last decade.

From primary through to the early years of secondary school, there is a constant proportion of 2.3% more male than female students (Appendix, Table 2). In Year 11 the proportion evens out, and by Year 12 there are 2% more female students. This trend continues into higher education where there is a higher proportion of females than males completing undergraduate and postgraduate qualifications (ABS Census 2011).

PRIVATE AND PUBLIC EDUCATION

Since the 1970s there has been a significant rise in the proportion of students enrolling in non-government schools. Whereas non-government schools educated only 22% of all students in 1970, by 2015 that figure had risen to over a third (35%) (Appendix, Table 3). While government schools continue to educate the majority of Australian students (65%), enrolments at Catholic (21%) and Independent (14%) schools are on the rise and show that Australians value choice, and today's parents are prepared to pay for an education if they feel it will align more closely with their values, expectations, and aspirations.

65%	21%	14%

■ Government   ■ Catholic   ■ Independent

The fact that 2 in 5 (41%) secondary school students are being sent to non-government schools highlights a broader trend towards paying for services which were once government provisions. From private hospitals to the privatisation of public transport options, Australians are increasingly prepared to pay for something that they value.

SCHOOLS TODAY

In 2015 there were 9,404 schools in Australia, comprised of primary, secondary, combined and special schools. Of these, 71% were Government, 18% were Catholic and 11% were Independent schools (Appendix, Table 4). 85% of independent schools are stated as having a religious affiliation. The top three of these religious affiliations were Anglican (25.2%), Christian Schools (10.8%) and Uniting Church in Australia Schools (8.8%) (ISCA, Snapshot, 2015).

Schools in Australia 2015

■ Primary
■ Secondary
■ Combined
■ Special
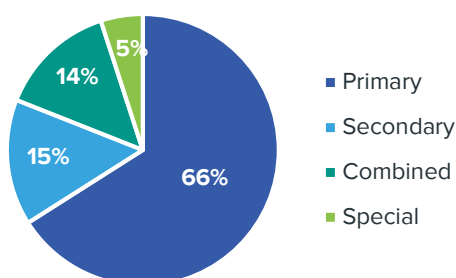
In the last decade the number of schools in Australia has decreased by a total of 219 schools. While the number of government schools has decreased by 290, there has been an increase in the number of non-government schools by 88.

This figure to the left represents the percentage of primary, secondary, combined and special schools in Australia. In total there were 6,224 primary schools, 1,409 secondary schools, 1,323 combined schools and 448 special schools around the country. Of these, 77% of primary schools, 73% of secondary schools, and 73% of special schools belonged to the government sector. In contrast to this, a significant 62% of combined schools were a part of the non-government sector.

Since 1985 the Australian population has increased more than 40%, and the number of babies born is breaking new records (exceeding 300,000 per year). This has resulted in a growth in the number of students enrolling in Australians schools (by 10% in the last decade). Coincidently, the total number of schools has decreased, the result of which has been growth in larger schools. The nature of these growing schools is changing as well, with more students enrolling in Independent schools than ever before

AUSTRALIAN SCHOOLS	2005	2015
Primary Schools (601+ students)	7%	10%
Secondary Schools (1001+ students)	14%	19%

Additionally, the number of primary (-6%) and secondary schools (-5%) has decreased since 2001, and the number of combined and special schools have increased by 18% and 17% respectively.

TEACHERS TODAY

In 2015, there were 382,687 full-time equivalent teaching staff over primary and secondary schools in Australia, which is a growth of 13% since 2005. Of these, 240,882 (63%) taught in Government schools, 72,812 (19%) taught in Catholic schools and 68,994 (18%) in independent schools.

Male Teachers

Government	24%
Catholic	28%
Independent	34%

0%   20%   40%   60%   80%   100%
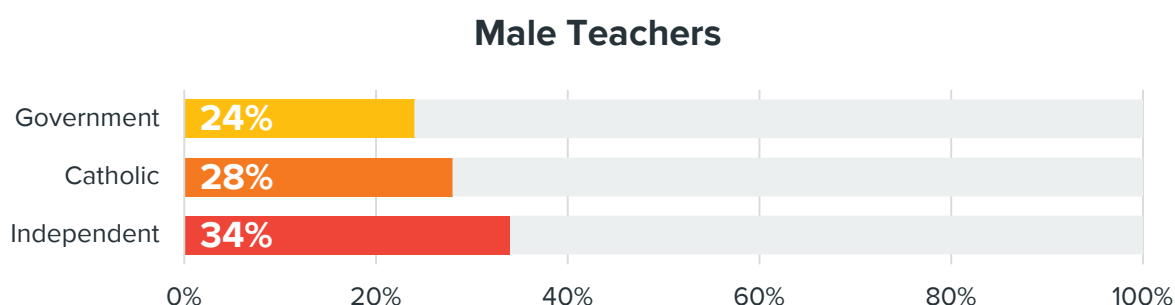
The total number of male teachers has grown between 2005 and 2015 by 3% compared to 18% growth in female teachers over the same period. Comparatively, Government schools have a lower percentage of male teachers than Catholic and Independent schools.

In 2015 the percentage of male teachers was double in secondary (40%) compared to primary schools (19%). There were also more male teachers in non-government than government primary (19% cf. 16.4%) and in non-government secondary than government secondary (39.3% cf. 33.6%).

THE STUDENT AND TEACHER RATIO

Between 1997 and 2011, there has been an 18.8% increase in the total number of FTE (full time equivalent) teaching staff. This increase in teacher staffing corresponds with a decrease in the teacher to student ratio in both government and non-government schools. The national average FTE student-teacher ratio in 2015 was 13.9. The lowest ratio was Independent secondary schools (10.5) and the highest ratio was Catholic primary schools (16.9) (Appendix, Table 5).

NAPLAN RESULTS

Since 2008 NAPLAN has recorded an overall increase in reading ability for school students across Australia. However, when it comes to numeracy, there have been far more varied results. At the national level there have been only small improvements while for some grades no improvement at all. Between 2008 and 2015 Year 5 and Year 9 students improved (by 3% and 2% respectively) while Year 3 made marginal improvements and Year 7 declined marginally (Appendix Graph 1).

The decline in the national average of Year 7 numeracy is a result of decreasing scores by 1% in 6 out of the 8 states and territories (NSW, VIC, SA, TAS, ACT and NT) between 2008 and 2015. Although these changes seem relatively insignificant they represent a growing disparity between increasing reading skills compared to stagnant numeracy skills (Appendix Graph 2).

PARENTS AND EDUCATIONAL LEADERS ON SCHOOLS

The following section of this report is a combination of the results from the survey of 411 parents and the in depth interviews carried out with four educational leaders on schools.

SCHOOL PARTNERSHIPS AND FACILITIES

School facilities have kept up with learning styles

Less than one in five parents (17%) strongly agree that the school facilities in their child's school have kept up with learning styles, with 11% disagreeing (strongly, somewhat or slightly) that this is the case. Three in five non-government school parents (60%) strongly or somewhat agree that this is the case compared to government school parents (47%).

17%
All parents

24%
Non-government school

13%
Government school
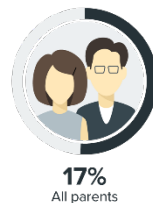
Increasing importance of school design.

The importance of the design of the physical learning environments was noted by one expert. They affirmed that new approaches to learning and teaching can be incorporated successfully when building design supports new pedagogical practices and integrates the learning styles of today's students.

I think building design is helping schools to adapt new approaches to learning and teaching.

Support for partnerships for developing new, shared facilities.

The majority of parents are supportive of the school the child attends to partner with universities TAFEs and hospitals in order to develop new shared facilities. On average 59% of parents are extremely or very supportive of these partnerships with universities, TAFEs and hospitals and slightly less supportive of partnerships with businesses (54%). Those who are not at all supportive of partnerships for developing new, shared facilities with businesses make up just 5% of parents.

Joint sector developments on the rise.

An expert revealed how governments in various places have been responding positively to joint sector developments. The experience of sharing jointly developed facilities was very positive for one school.

We've spoken to governments in various places about the possibility of new joint sector developments. We've got Catholic, Independent and government schools sharing infrastructure. There's a school in South Australia that is involved in one of those and they love it. They absolutely love it.

PARENTS AND TECHNOLOGY

Parent satisfaction on classroom management procedures when integrating technology into the classroom.

57% Gen Y

41% Gen X

Almost half of parents (48%) are extremely or very satisfied with their child's school's classroom management procedures in regards to technology integration in the classroom, however 4% are not at all satisfied (7% indicated they didn't know enough to know). Gen Y are more likely to be extremely or very satisfied than Gen X parents (57% cf. 41%). Satisfaction is also much higher in parents from non-government schools compared to government school parents (61% cf. 39%).

Parent satisfaction with their school's approach to educating children on technological related issues.

Females (39%) are on average more likely than males (30%) to be extremely or very satisfied with their school's approach to educating children on *identity security*, *avoiding online predators* and *addressing addictive behaviours*. Gen Y (40%) are more likely to be more satisfied (extremely or very) with these aspects of their child's education than parents that are Gen X (32%). Parents from non-government schools (45%) are much more likely than parents from government schools (30%) to be extremely or very satisfied with their child's education across these areas. A particularly significant difference is the satisfaction with the addressing of *online bullying* with 49% of parents from non-government schools saying they are extremely or very satisfied with the approach to online bullying in their child's school compared to 28% of parents in government schools.

When parents have to assist with homework twice as many parents prefer digital homework over paper homework, however almost a third of parents still want paper formats.

69% of parents prefer digital or online platforms when assisting their child with homework and assignments compared to 31% of parents that prefer paper activity sheets, text books etc.

Some schools are equipping parents to use technology so they can assist their children.

For many parents, schools are a key source of training opportunities through which parents learn how to assist their children with the use of technology for school work. Schools are increasingly equipping parents to manage the impacts of technology in the home however there is ongoing opportunity for schools to continue to provide assistance in this area.

Parents managing the time their children spend on devices.

Three in five parents (59%) feel very well equipped to successfully manage the time that their children spend on devices. Overall female parents and Gen Y parents (61% and 66%) feel more equipped than male and Gen X parents (56% and 64%). 11% of parents say they only feel slightly or not at all equipped to manage the time their children spend on devices and use them safely.

Parents perception of the impact of digital devices on their household.

Just one in three parents (32%) say that technology has had a massive or significant positive impact on their household. Positivity towards the integration of technology is more prevalent among Gen Y parents than Gen X (45% cf. 24%). Almost one in three parents (32%) have experienced negative disruptions due to the introduction of digital devices into their household.

PREPARING FUTURE GLOBAL CITIZENS

Future proofing students for numerous jobs across multiple careers

Only one in three parents (36%) strongly or somewhat agree that schools are effectively future proofing students for numerous jobs across multiple careers.

36%

Learning environments need to become permeable to create good citizens.

The opportunity to develop students that are better at contributing to society was mentioned in several interviews. Experts felt that students need to become better contributors to society, who interacted with a variety of people in the community and learnt from people from diverse cultures and generations. They suggested that school boundaries should become more permeable allowing students greater opportunity to give back to the community during their education.

People should be learning from all people. That means the boundaries of schools need to be more permeable... Schools should focus more on the education of good citizens or productive members of the society, of people who are prepared to give back.

Schools can assist students in their development of their identity and place in the global community.

Similarly, an expert highlighted the importance of providing opportunities to develop students who understand their position as global citizens and have forged a strong identity through service learning. The opportunity to disrupt the narcissistic traits and digital addictions that are somewhat common among today's younger generations was suggested through service based learning that can be locally or globally based.

For many schools, the most powerful thing they may do is service learning... it could be anywhere, it's doesn't have to be Africa. Although, a principal I know says, "Nothing shakes a 15-year old out of their adolescent self-obsession than holding a baby born with aids in an African orphanage."

PEDAGOGY, CURRICULUM AND TECHNOLOGY

Effectiveness of educating students today.

While two in five parents (41%) consider schools to be extremely or very effective in educating students today, 59% say that schools are somewhat, slightly or not at all effective at educating students today. Gen Y parents are more likely than Gen X parents to consider schools to be extremely or very effective at educating their children (51% cf. 36%).

51%
Gen Y

36%
Gen X
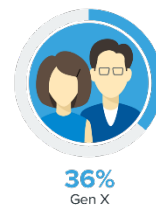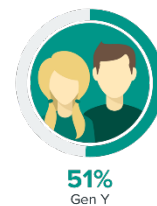
Teaching methods.

Whilst 37% of parents think that main teaching methods have kept up with today's students, almost a third of parents (31%) suggested that they strongly or somewhat believe that main teaching methods have not kept up with today's students and have only changed a little since they were at school.

Revisit dialogue on learning, happiness and discomfort.

The challenge of educating children in an era of satisfaction and happiness was raised by one expert. They suggested that discussion needs to shift towards learning through environments that put the student beyond their comfort zone, rather than focussing on the happiness of the child and the parent.

There is a lot about learning that includes discomfort. In terms of the comfort zone, people are so focused on keeping learners happy. The best learning happens when you're actually uncomfortable. So get used to being uncomfortable... The dialogue around learning needs to change. The metrics around measuring learning need to change.

Teachers will guide students in project based learning.

A shift in the role of teachers was described by an expert who outlined that teachers will continue to become guides of inquiry-based learning. The teachers will facilitate self-directed learning of the student which intertwines several curriculum areas in a project-based approach. The role of teaching beyond the classroom was a feature of future learning that was discussed by several experts.

We will be stepping outside of the classroom to a more inquiry-based learning, to self-directed learning where the teacher is the guide... A project-based approach that hopefully brings together several curriculum areas in one.

Device integration into curriculum lessons.

71% of parents think that tablets should be integrated into the curriculum in primary school. A lower proportion of parents believe that laptops then smartphones should be integrated into the curriculum during primary schools (58% and 34% respectively). The device that parents are least supportive of being integrated into the curriculum is the smart phone for which one in five parents (21%) indicated that they did not think this should be integrated into the curriculum during the school years.

71%
Tablets

58%
Laptops

34%
Smartphones

21%
Not smartphones
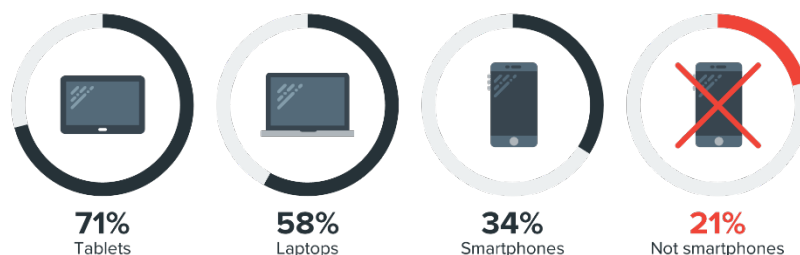
Students need to learn how to utilise technology in learning.

Even though today's students are increasingly digital natives, an expert indicated that students need to be taught how to use digital devices to learn at school. The expert acknowledged that frequent use of technology did not necessarily lead to deeper understanding of and engagement with the digital devices as learning platforms.

There is some evidence that this increasing use of technology by students is not necessarily accompanied by the deeper understanding of technology and how they can use it to learn in schools.

STEM (Science Technology Engineering Mathematics) will remain, with some suggestions that the arts should continue to grow.

The capacity to create wonder in children across the STEM subjects was an essential quality that one expert felt teachers must possess. Experts also highlighted the importance of the arts in addition to the STEM subjects.

I would add the arts to STEM to make STEAM.

Teaching is about giving passion to children in the early years of learning. The wonder of science, the wonder of engineering and the wonder of maths. Technology will always be the one of the popular choices.

EDUCATIONAL LEADERSHIP

Schools should pursue ongoing improvements when it comes to implementing technology.

The need to pursue constant innovation was highlighted by an expert when it comes to implementing technology. They affirmed that the best schools continue to make improvements to the training of staff with the latest technologies that have been implemented. They indicated that it was not the pursuit of perfection that mattered when it comes to training staff to use newly implemented technology, but rather it is the understanding that the goal is continually shifting and therefore requires maximum effort while remaining agile, flexible, and open to feedback. The need to continually test the success of the technological implementation was identified to give stimulus and direction for the next improvement.

> *I think the ones that do the best are the ones that are not expecting to ever get it perfect. So they understand that it is all a moving target. You do your best and you focus on something and then you test it and you make changes when necessary.*

Empowering leadership

Leadership that will be most effective in the future of education will focus on empowering people to operate in an ethical and healthy environment. The understanding of the physiological impact of stress on employees was mentioned by one expert who indicated that leaders in the future of education will increasingly know how to reduce the negative impact of cortisol on employees. Leaders will have the ability to create empowering environments that give employees not only the feeling of control, but the capacity to choose and cultivate an ethical workplace environment.

> *You empower people. The more we are able to tie ethics to environment and choice and all those kind of things, then as leaders we can think, "How do I create an environment where I'm not stressing everybody? Where people do feel like they have the power to actually change things."*

Increasing need for agility and leadership.

The leaders of schools are facing increasing compliance requirements that are hindering their capacity to remain agile and proactive as cultural architects and empowering leaders. Principals will continue to be challenged by the rising amounts of administrative duties that require their input. In increasingly complex times school leaders will need to maintain margin in their leadership roles, to lead and strategically respond to the technological and societal trends impacting schools now and into the future.

> *I think many schools are doing their best to be agile and keep ahead of the game. They are however often seriously constrained by the huge compliance requirements that are heaped on them by school systems. Mountains of paper work, responses to which can occupy principals and other school leaders for a majority of their working week.*

NET PROMOTER SCORE

DETRACTORS **PASSIVES** **PROMOTERS**

0 1 2 3 4 5 6   7 8   9 10

NET PROMOTER SCORE = % PROMOTERS − % DETRACTORS

Parents were asked on a scale of 0 to 10 how likely they are to recommend their school to a friend or colleague. **Promoters** are parents who selected 9 or 10 and **detractors** are parents who selected 0 to 6. Neutrals are parents who selected 7 or 8. **The Net Promoter Score (NPS)** is derived by subtracting the combined detractors scores from the combined promoters scores (9+10) - (0+1+2+3+4+5+6). **The Net Promoter Score** for the education sector in 2016 is **-4.**

-4

NET REPEATER SCORE

2

The Net Repeater Score (NRS) is derived in the same way as the NPS however measures the likelihood of parents sending their children to the same school if they had the opportunity to decide again. **The Net Repeater Score** for the education sector in 2016 is **2.**

The results above look at NPS and the satisfaction of parents in regards to the school they send their children to. Whilst there is high satisfaction amongst some, there is less satisfaction amongst other parents. Overall parents are more positive about the school they send their children to (NRS) than the education sector as a whole (NPS). Whilst 69% state they would definitely or probably (7-10) make the same decision again, another 31% would change their choice (0-6) to send their child to their current school if they could make their decision again.

Comparisons now to when parents were at school.

Parents are not wholly convinced around the student outcomes today compared to when they were at school.

Student behaviour

+ 31% better

− 33% worse

Literacy

+ 34% better

− 30% worse

Numeracy

+ 34% better

− 28% worse
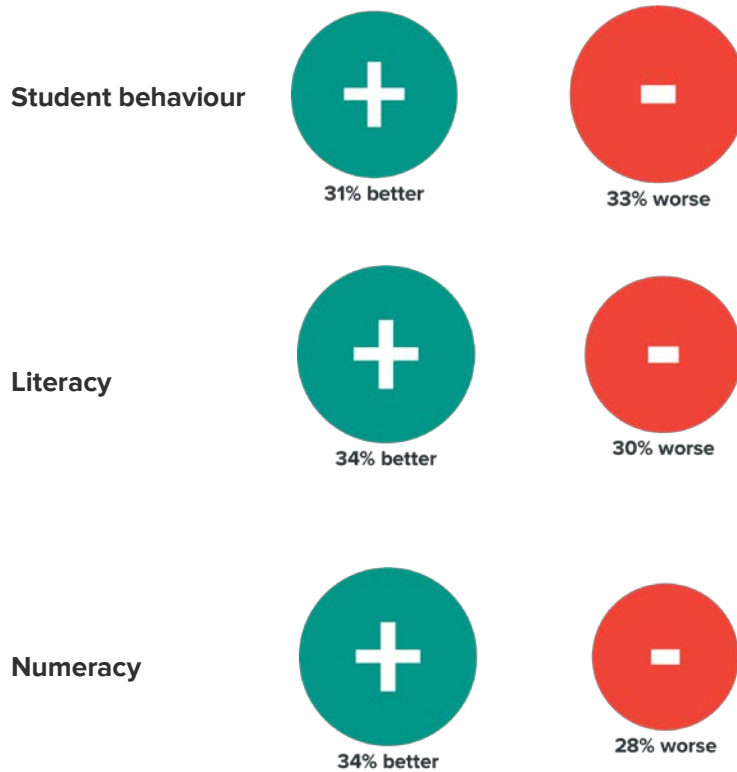
APPENDIX 1

ABS DATA ON SCHOOLS IN AUSTRALIA

Appendix one contains ABS Data on Schools in Australia. The data is from Schools, Australia cat. no. 4221.0.

Table 1

AUSTRALIAN STUDENTS	2015	% of Total
Government	2,426,260	65%
Non-Government	1,304,434	35%
TOTAL	3,730,694	

Table 2

AUSTRALIAN STUDENTS	2015
Boys	1,908,185
Girls	1,822,509
TOTAL	3,730,694

Table 3

AUSTRALIA	2001	%	2005	%	2010	%	2015	%
Government	2,248,219	69%	2,246,087	67%	2,282,357	65%	2,426,260	65%
Non-Government	1,019,958	31%	1,102,052	33%	1,204,522	35%	1,304,434	35%
TOTAL	3,268,177		3,348,139		3,486,879		3,730,694	

Table 4

AUSTRALIA	2015	% of Total
Government	6639	71%
Catholic	1737	18%
Independent	1028	11%
TOTAL	**9404**	

Table 5

FTE STUDENT-TEACHER RATIO	
2015 (all schools)	13.9
All primary	15.4
Government primary	15.3
Catholic primary	16.9
Independent primary	14.1
All secondary	12.3
Government secondary	12.7
Catholic secondary	12.8
Independent secondary	10.5
All Government	14.2
All Catholic	14.7
All Independent	11.9

Graph 1

Year 7 Numeracy (Mean)

	AUS	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
2008	545	551.3	552.3	539	533.7	536.2	533.8	556.2	488.1
2015	542.5	546.7	548.4	538.9	538.3	532.7	528.8	549.4	484.7

2008 ■ 2015 ■

Graph 2

Australian Numeracy (Mean)

	Year 3	Year 5	Year 7	Year 9
2008	396.9	475.9	545	582.2
2015	397.8	492.5	542.5	591.7

2008 ■ 2015 ■
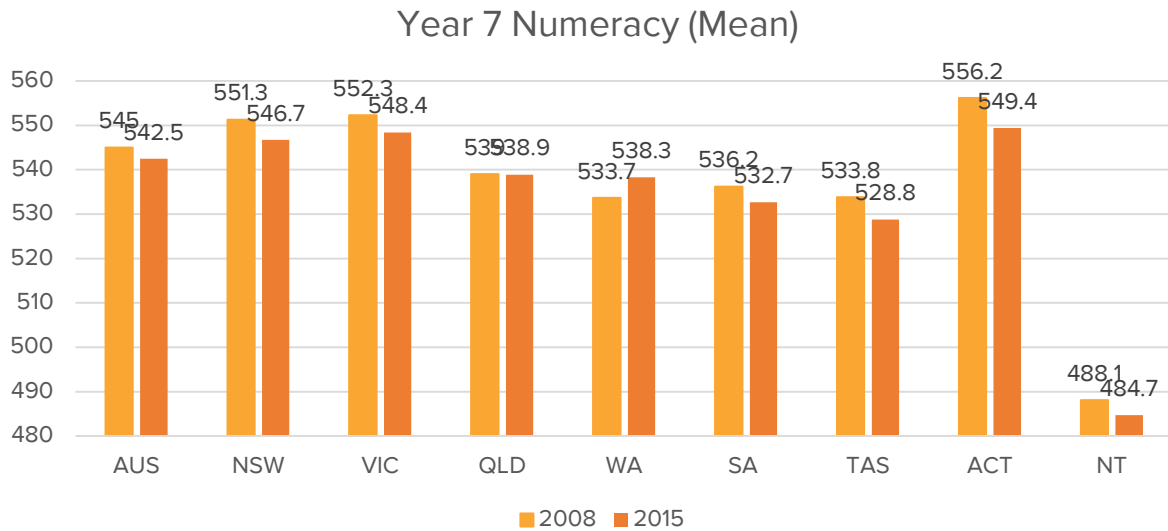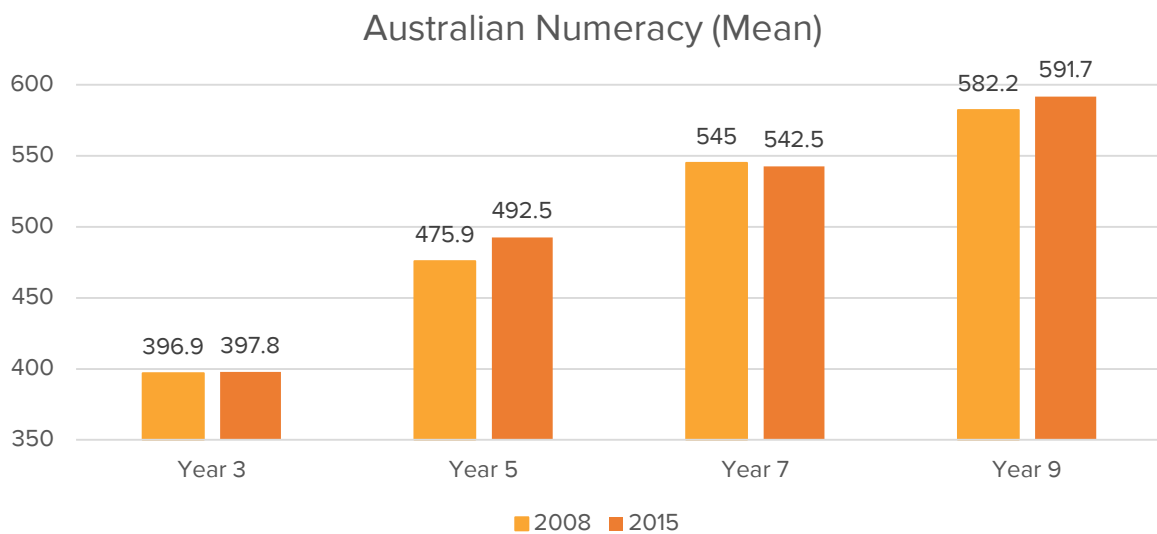
APPENDIX 2

NATIONAL STUDY OF AUSTRALIAN PARENTS

The tables and graphs in appendix two are from the national study of Australian parents conducted by McCrindle Research in partnership with SCIL

Q. How supportive are you of your school developing new, shared facilities in partnership with the following organisations in order to get students interacting with the latest technologies? (e.g. research labs, 3D Printers, virtual reality design studios,

	Extremely supportive	Very supportive	Somewhat supportive	Slightly supportive	Not at all supportive
Local University	29%	30%	26%	9%	6%
Local Tafe	29%	29%	29%	7%	6%
Local Hospital	26%	34%	28%	9%	4%
Local Businesses	22%	32%	33%	8%	5%
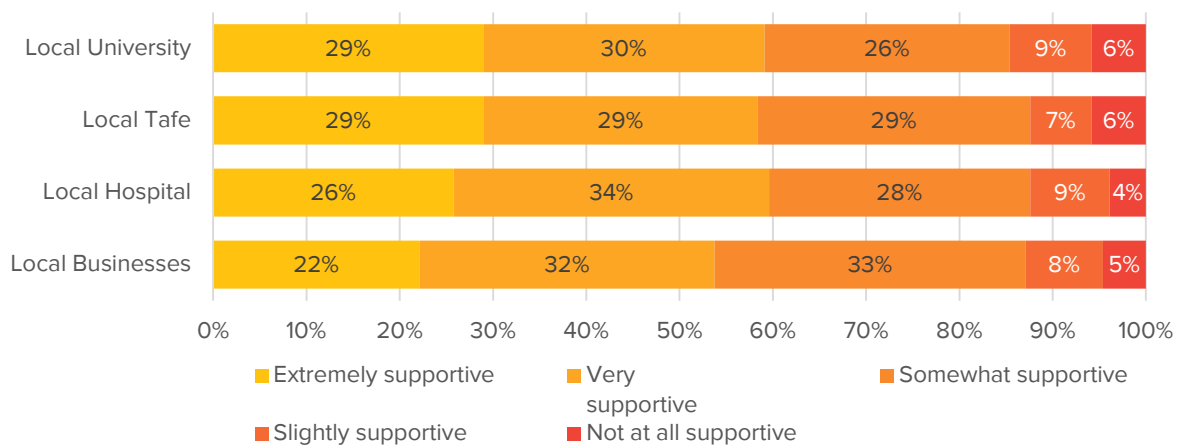
Gender and generational insights

Male parents and Gen Y parents are more likely than females and Gen X parents respectively to be extremely or very supportive of the school they send their children to developing new and shared facilities in partnership with each of these organisations.

Extremely and very supportive	Male	Female	Gen Y	Gen X
Local University	66%	55%	59%	56%
Local TAFE	64%	55%	61%	56%
Local Hospital	64%	57%	65%	55%
Local Businesses	56%	53%	56%	52%

Primary/secondary and **Non-government/government** school parent insights

Secondary parents and parents of children who attend non-government schools are more supportive of partnerships with these organisations in the development of new, shared facilities than parents of primary school children and children who attend government schools.

Extremely and very supportive	Primary	Secondary	Non-government	Government
Local University	56%	65%	68%	54%
Local TAFE	54%	64%	66%	53%
Local Hospital	58%	63%	68%	54%
Local Businesses	50%	58%	61%	49%

Q. How satisfied are you with your school's approach to educating children to deal with the following technology related issues?

	Extremely satisfied	Very satisfied	Somewhat satisfied	Slightly satisfied	Not at all satisfied	I don't know enough to answer
Identity security (e.g. online fraud, not sharing personal information online)	15%	19%	31%	13%	6%	11%
Online bullying	14%	23%	28%	14%	9%	9%
Avoiding/recognising online predators	14%	22%	28%	14%	8%	10%
Addressing addictive behaviours (e.g. screen time, apps and games)	14%	21%	26%	16%	8%	10%

- Extremely satisfied
- Very satisfied
- Somewhat satisfied
- Slightly satisfied
- Not at all satisfied
- I don't know enough to answer
- N/A (not an issue)

Gender and generational insights

Extremely and very satisfied	Male	Female	Gen Y	Gen X
Identity security	29%	38%	40%	32%
Avoiding/recognising online predators	31%	39%	39%	33%
Addressing addictive behaviours	29%	39%	41%	32%

Primary/secondary and Non-government/government school parent insights

Whilst the differences between the satisfaction of primary and secondary parents is marginal, the greatest difference was that secondary parents are more likely to be extremely satisfied with their school's approach to online bullying than primary parents. There were evident differences across each of the areas in the satisfaction of government and non-government school parents.

Extremely and very satisfied	Non-government	Government
Identity security	43%	30%
Online bullying	49%	28%
Avoiding/recognising online predators	47%	29%
Addressing addictive behaviours	46%	30%

Q. How satisfied are you with your school's classroom management procedures in regards to technology integration in the classroom? (e.g. limiting unwanted use of devices, managing distractions from phone calls etc.)
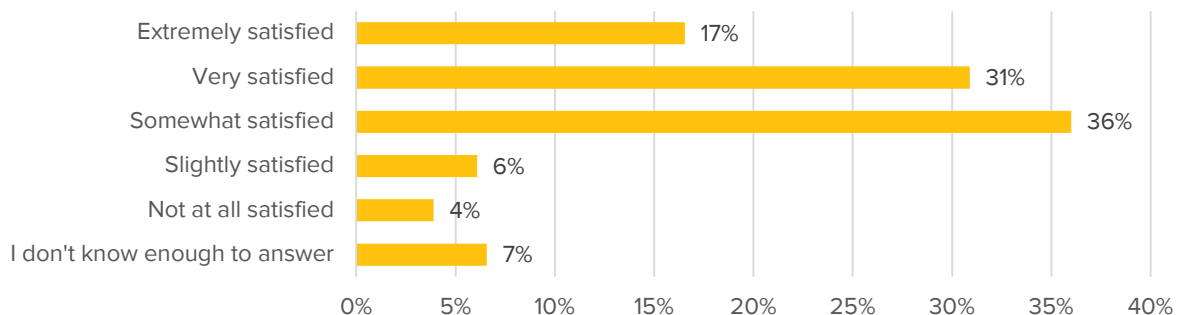
Extremely satisfied	17%
Very satisfied	31%
Somewhat satisfied	36%
Slightly satisfied	6%
Not at all satisfied	4%
I don't know enough to answer	7%

mccrindle
FORECASTS • STRATEGY • RESEARCH

Gender and generational insights

	Male	Female	Gen Y	Gen X
Extremely and very satisfied	42%	51%	57%	41%

Primary/secondary and Non-government/government school parent insights

	Primary	Secondary	Non-government	Government
Extremely and very satisfied	49%	46%	61%	39%

Q. How equipped do you feel as a parent to successfully manage the time your child(ren) spends on devices and use them safely?

Response	Percentage
Extremely well equipped	17%
Very well equipped	42%
Somewhat well equipped	30%
Slightly well equipped	9%
Not at all equipped	2%
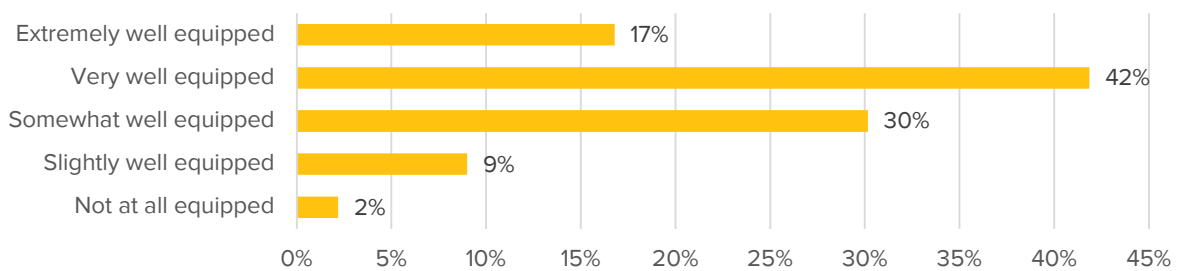
Gender and generational insights

	Male	Female	Gen Y	Gen X
Extremely and very well equipped	56%	61%	66%	54%

Primary/secondary and Non-government/government school parent insights

	Primary	Secondary	Non-government	Government
Extremely and very well equipped	60%	54%	62%	54%

Education Future Report 2016

Q. To what extent (positive or negative) has the introduction of digital devices into your household for your children disrupted your family function?
Digital devices might include a tablet, laptop, smartphone, computer etc.

Impact	%
Massive positive impact	11%
Significant positive impact	21%
Slight positive impact	35%
Slight negative impact	23%
Significant negative impact	8%
Massive negative impact	1%
We do not have these devices in our household	1%
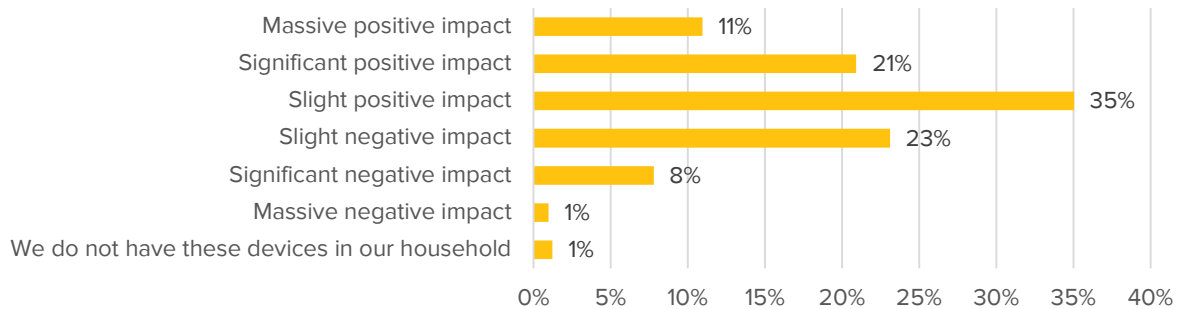
Gender and generational insights

	Male	Female	Gen Y	Gen X
Massive and significant positive impact	31%	32%	45%	24%

Primary/secondary and Non-government/government school parent insights

	Primary	Secondary	Non-government	Government
Massive and significant positive impact	31%	31%	42%	25%

Q. What grade/s do you think the following devices should start being integrated into curriculum related lessons, if at all?

Device	Kindergarten	1-2	3-4	5-6	7-8	9-10	11-12	Not during schooling years
Tablet (e.g. iPad)	16%	17%	18%	20%	13%	8%	2%	6%
Laptop	8%	11%	16%	23%	22%	11%	5%	4%
Smart phone	4%	5%	8%	17%	23%	15%	8%	21%
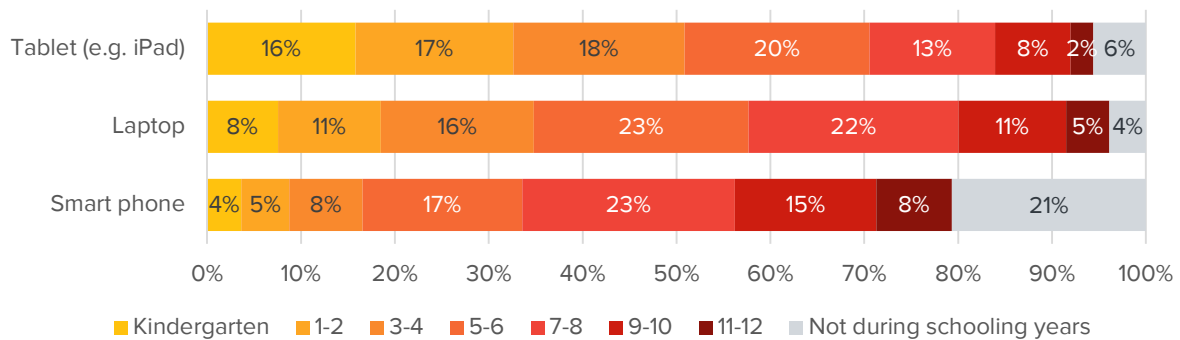
Gender and generational insights

Primary	Male	Female	Gen Y	Gen X
Tablet	68%	73%	79%	69%
Laptop	53%	61%	63%	57%
Smart phone	34%	33%	37%	32%

Primary/secondary and Non-government/government school parent insights

Primary	Primary	Secondary	Non-government	Government
Tablet	81%	57%	66%	73%
Laptop	68%	46%	56%	61%
Smart phone	39%	26%	35%	33%

Q. How much do you agree with the following statements?

Statement	Strongly agree	Somewhat agree	Slightly agree	Slightly disagree	Somewhat disagree	Strongly disagree
School facilities (classroom designs, technology) have kept up with learning styles	17%	35%	37%	8%	2%	
I prefer to assist my child with homework/assignments using digital/online platforms as opposed to printed activity sheets and…	13%	23%	33%	19%	8%	4%
Main teaching methods have not kept up with today's students and are little changed to when I was at school	11%	19%	32%	18%	11%	9%
Funding of schooling across all levels of government is at an appropriate level based on the other needs in society	10%	18%	37%	18%	9%	8%
Schools are effectively future proofing students for numerous jobs across multiple careers	11%	25%	41%	11%	9%	3%

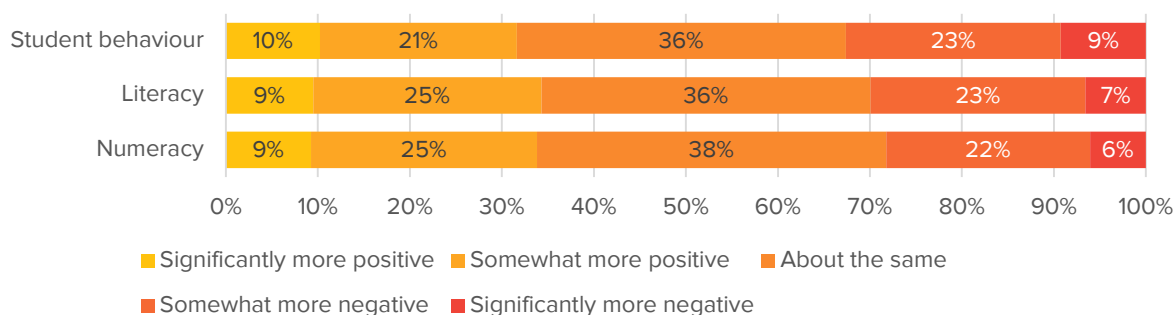Legend: ■ Strongly agree ■ Somewhat agree ■ Slightly agree ■ Slightly disagree ■ Somewhat disagree ■ Strongly disagree

Primary/secondary and **Non-government/government** school parent insights

Strongly or somewhat agree	Non-government	Government
School facilities have kept up with learning styles	60%	47%
I prefer to assist my children with homework using digital platforms as opposed to printed activity sheets	44%	32%
Main teaching methods have not kept up with today's students and are little changed to when I was at school	40%	26%
Funding of schooling across all levels of government is at an appropriate level based on the other needs in society	34%	26%
Schools are effectively future proofing students for numerous jobs across multiple careers	46%	30%

Q. How do students today compare to when you were at school in the following areas?

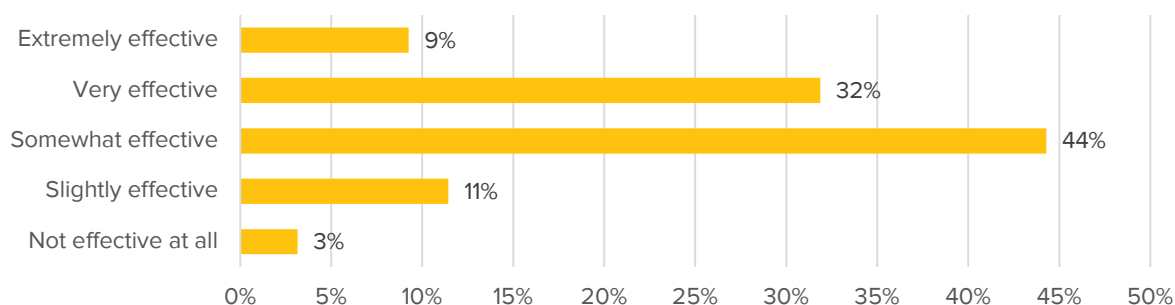|	Significantly more positive	Somewhat more positive	About the same	Somewhat more negative	Significantly more negative
Student behaviour	10%	21%	36%	23%	9%
Literacy	9%	25%	36%	23%	7%
Numeracy	9%	25%	38%	22%	6%

- ■ Significantly more positive
- ■ Somewhat more positive
- ■ About the same
- ■ Somewhat more negative
- ■ Significantly more negative

Gender and generational insights

More positive	Male	Female	Gen Y	Gen X
Student behaviour	35%	29%	40%	24%
Literacy	40%	31%	43%	28%
Numeracy	35%	33%	43%	27%

Primary/secondary and Non-government/government school parent insights

More positive	Primary	Secondary	Non-government	Government
Student behaviour	32%	33%	42%	25%
Literacy	34%	36%	41%	32%
Numeracy	33%	34%	38%	32%

Q. Overall, how effective are schools in educating students today?

Extremely effective	9%
Very effective	32%
Somewhat effective	44%
Slightly effective	11%
Not effective at all	3%

mccrindle
FORECASTS · STRATEGY · RESEARCH

Gender and **generational** insights

	Male	Female	Gen Y	Gen X
Extremely and very effective	41%	41%	51%	36%

Primary/secondary and **Non-government/government** school parent insights

	Primary	Secondary	Non-government	Government
Extremely and very effective	43%	39%	48%	37%

Q. On a scale from 0-10, how likely are you to recommend your school to a friend or colleague?

■ Detractor ■ Passive ■ Promoter
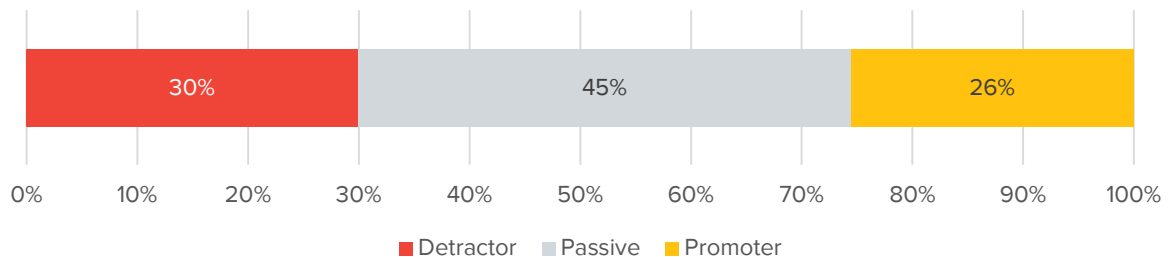
The Net Promoter Score for the education sector is -4.

Q. How likely would you be to send your child(ren) to the same school if you had the opportunity again?
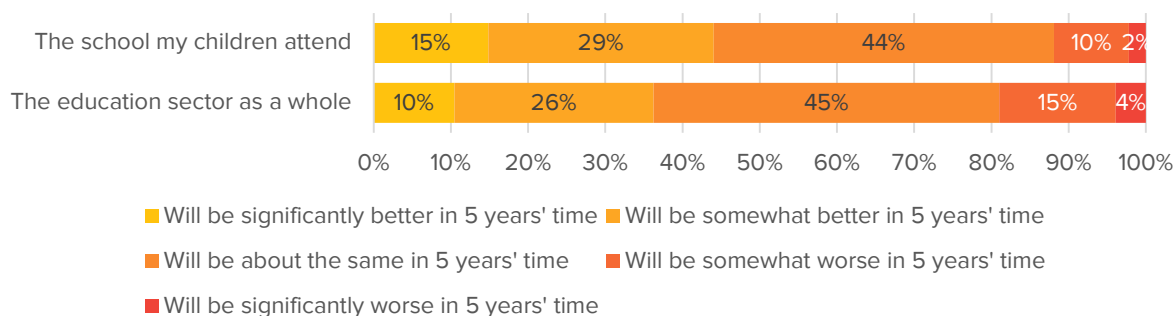

■ Detractor ■ Passive ■ Promoter
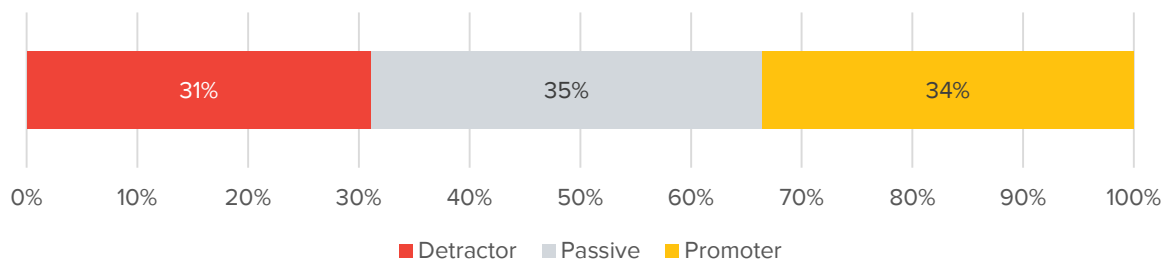
Net Repeater Score for the education sector is 2.

Education Future Report 2016

Q. When you think forward over the next five years about education in Australia, how optimistic are you compared to how the education sector is today?
This question refers to your level of optimism of your school specifically and the sector generally.

The school my children attend	15%	29%	44%	10%	2%
The education sector as a whole	10%	26%	45%	15%	4%

- ■ Will be significantly better in 5 years' time
- ■ Will be somewhat better in 5 years' time
- ■ Will be about the same in 5 years' time
- ■ Will be somewhat worse in 5 years' time
- ■ Will be significantly worse in 5 years' time

Gender and generational insights

Better	Male	Female	Gen Y	Gen X
The school my children attend	48%	42%	51%	39%
The education sector	36%	36%	46%	28%

Primary/secondary and Non-government/government school parent insights

Better	Primary	Secondary	Non-government	Government
The school my children attend	44%	44%	52%	40%
The education sector	37%	36%	44%	32%

education futurereport

EXPRESSION OF INTEREST
EDUCATION FUTURE RESEARCH 2017

CONTACT DETAILS

School name: _____

School address: _____

Position: _____

Contact first name: _____   Contact last name: _____

Contact email: _____   Contact phone number: _____

PACKAGE OPTIONS YOU ARE INTERESTED IN

○   ○   ○

INSIGHTS PACKAGE

Education Future Report +
Infographic + raw data +
2x Education Future Forum tickets

Cost: **$6,000+GST**

PERSONALISED INSIGHTS PACKAGE

Education Future Report +
Infographic + raw data +
2x Education Future Forum tickets

+ personalised infographic

Cost: **$7,500+GST**

PLATINUM INSIGHTS PACKAGE

Education Future Report +
Infographic + raw data +
2x Education Future Forum tickets

+ personalised infographic

**+ strategy / PD session with
SCIL or McCrindle**

Cost: **$9,500+GST**

To discuss the Education Future Research 2017 further please don't hesitate to contact McCrindle or SCIL:

McCrindle
Geoff Brailey
geoff@mccrindle.com.au
+61 2 8824 3422

SCIL
Anne Knock
aknock@scil.nsw.edu.au
+61 2 9986 7226

mccrindle
FORECASTS • STRATEGY • RESEARCH

T +61 2 8824 3422
E info@mccrindle.com.au
W mccrindle.com.au

scil

T +61 2 9450 1311
E learn@scil.com.au
W scil.com.au

education futurereport

mccrindle
FORECASTS · STRATEGY · RESEARCH

For further information

T +61 2 8824 3422
E info@mccrindle.com.au
W mccrindle.com.au

For more great content and research resources please visit our blog:

blog.mccrindle.com.au

twitter.com/
MarkMcCrindle

youtube.com/user/
mccrindleresearch

facebook.com/
mccrindleresearch

linkedin.com/company/
mccrindle-research